DOCUMENT RESUME

ED 300 049 JC 880 448

AUTHOR Charles, Dick; Saterfield, Harry
TITLE Matriculation for 1988-1989, Phase II, the Second Year: On Our Way at Foothill College.
INSTITUTION Foothill Coll., Los Altos Hills, Calif.
PUB DATE 16 Sep 88
NOTE 24p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Standards; *College Admission; *College Attendance; *College Planning; Community Colleges; Educational Counseling; *Program Effectiveness; School Guidance; School Orientation; Student Evaluation; *Student Personnel Services; Two Year Colleges

ABSTRACT

Foothill College's matriculation plan is composed of seven components, each with its own goals, staffing, hardware, planning activities, outcomes, and timelines. Though the college began to implement the plan in 1987, a number of the goals and activities will be only partially fulfilled in 1988-89. The goals of the admissions component are concerned with modifying the application requirements and processing procedures. The orientation component is focused on extending and revising the current orientation course for use with the entire campus community, while the goals of the skills assessment and evaluations component involve an expansion of services to day and evening students at on- and off-campus locations, and the provision of diagnostic and placement information to college staff. The counseling component is developing a number of ideas, including individual educational plans, an early alert system, and faculty-counselor training. The goals of the student progress follow-up component emphasize the development of a system to identify and notify students experiencing academic difficulties, contacting and offering appropriate services to students who have earned less than 30 units and/or have not declared an educational goal, and counseling students on academic probation. The institutional research component is concerned with measuring student achievement and the success of the matriculation plan. Finally, the coordination and training plan seeks to promote a shared understanding of the matriculation plan within the college community, identify staff development needs, and study the history of matriculation at the college. For each component, goals, staffing, and planned activities are enumerated in the progress report. (AJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300049

MATRICULATION FOR 1988-1989

PHASE II

THE SECOND YEAR

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Charles

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ON OUR WAY AT FOOTHILL COLLEGE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 880 448

FOOTHILL COLLEGE

MEMORANDUM

TO: ADMINISTRATORS, FACULTY & STAFF
FOOTHILL COLLEGE

FROM: Dick Charles DC & Harry Saterfield HS

DATE: September 16, 1988

RE: **MATRICULATION FOR 1988-1989 - PHASE II**

We are now entering our second year in the State mandated Matriculation Program. It is our intention to keep you informed of our progress to date, and our projection for the coming year.

Through this knowledge, we look forward to a year of cooperation toward our ultimate goal to assist students to have access to and success with the student-college partnership and accomplish their own goals and objectives.

The Matriculation Plan is composed of seven components. A summary of each component and its parts include the goals, staffing, activities, and hoped for outcomes of the Matriculation Plan for 1988-89.

A:Mat-update

MATRICULATION FOR 1988-89

PHASE II - THE SECOND YEAR

"ON OUR WAY AT FOOTHILL COLLEGE"

INDEX

		Page
	INTRODUCTION.....	1 - 2
I.	ADMISSIONS COMPONENT 1988-89.....	3
II.	ORIENTATION COMPONENT 1988-89.....	4
III.	SKILLS ASSESSMENT AND EVALUATION COMPONENT 1988-89	5
IV.	COUNSELING COMPONENT 1988-89.....	6 - 7
V.	STUDENT PROGRESS FOLLOW-UP COMPONENT 1988-89.....	8 - 9
VI.	INSTITUTIONAL RESEARCH COMPONENT 1988-89.....	10 - 11
VII.	COORDINATION AND TRAINING COMPONENT 1988-89.....	12

INTRODUCTION

I.

ADMISSIONS COMPONENT

1988-89

MATRICULATION FOR 1988-89
PHASE II - THE SECOND YEAR
"ON OUR WAY AT FOOTHILL COLLEGE"

Introduction

Since 1983 Foothill College has been working on a Grant Proposal called MATRICULATION. A college wide effort under the Dean of Student's office and given direction by the Matriculation Steering Committee has produced the "Three-year College Plan for Implementing Matriculation, 1987-1990". It is the product of a cooperative effort involving administration, faculty, staff, and students. The plan has received campus and state approval, and is presently being implemented.

This paper is provides an overview of the implementation of this plan that began Fall 1987 and will run to June 1990. It is a view of Matriculation for 1988-1989, Phase II. (The second year - "on our way".)

Matriculation is a concept by which the college's efforts are more systematically organized to assist students have access to and success with the student-college partnership. Through recruiting, assessment of skills and interests, advisement for planning goal and course selection, and follow-up for support services, it is hoped students will leave Foothill College having accomplished their own goals and objectives.

Students will be classified as exempt or non-exempt for matriculation purposes based on a new application and transcripts. They will be required to submit as a condition for admission. Non-exempt and exempt students desiring the service will find a vast array of college staff and service to provide for their needs and to facilitate their accomplishing their goals.

The Matriculation Plan is composed of seven components. Each component requires setting goals, staffing, hardware, planning activities and outcomes, and time lines. A great number of goals and activities will be only <u>partially</u> <u>fulfilled</u> in the year 1988-89. The seven components are Admissions, Orientation, Assessment, Advisement, Follow-up, Institutional Research and Evaluation, and Staff Development. A summary of each component and its parts will follow this Introduction.

Introduction (continued)

It is obvious there will be cost in providing resources to accomplish this ambitious program which is attempting to underwrite a higher level of student success with planning, organization, and augmentation. The State and the college are fiscal partners with the State providing approximately 25% of the additional funds, while the college contributes 75% of the existing costs. It is important therefore, to look at the staffing and fiscal implications.

The seven components of matriculation are very support staff intensive. The increased paper work of transcript processing increased orientation and advisement with day and night, on and off campus activities, and creation of a Research office will require staff augmentation and reallocation. The matriculation working budget for 1988-89 provides for these changes. The State has allocated Foothill College 283,000 for the 1988-89 fiscal year. This figure constitutes 55 percent of the original budget picture projected in the grant. The decision was made to hire three positions under this funding. These three positions include a certificated researcher, a coordinator for matriculation and a new counselor for the Middlefield Campus.

The capital purchases for 1988-89 involve in great measure the transition from the local Apple IIe's to the DEC System with mainframe access and a greater spectrum of possibilities for matriculation services - Degree Auditing, Student Information, Management Information, and Prerequisite Check Systems.

The State provided a one time Data Processing allocation 1987-88 of $121,684 for start up. A request has been made of the State for additional funding for additional Data Processing capability needed to expand including DEC terminals, printers, disk storage, etc. Software lists include Degree Audit, Student Information System, and Pre-requisite checking. This additional capacity is necessary to carry out the goals of the seven components as enumerated in the State Plan.

The next part of the paper will provide an abbreviated view of the Seven Components including the goals, staffing, activities, and hoped for outcomes of the Matriculation Plan for 1988-89. For more complete information reference is made to the complete plan and subsequent published materials.

The considerable overlap among components is noted with shared goals and activities. This will require leadership and coordination for maximum efficiency of effort.

MATRICULATION FOR 1988-89 - PHASE II - THE SECOND YEAR

I. ADMISSIONS COMPONENT 1988-89

The goals of the Admissions Component for 1988-89 involve the modification of the Application for Admission. It will conform to the uniform statewide reporting system, and it will provide for the collection of information which will assist in the more effective use of the Assessment, Advisement, and Support Services.

The application will be received earlier, have more information, and be processed sooner than before. The application deadline will be set prior to the first day of registration by the end of 1988-89. A newly purchased computer system for purposes of identification of students non-exempt from the matriculation process, tracking student progress, and collection of data for Institutional Research will be in place by Spring 1989.

Students will be identified as exempt and non-exempt for specific matriculation components. They will be required to submit transcripts from high school and colleges by the end of 1988-89 so the increased information base can be used to better meet their needs.

With a staff of 33 people (1 certificated, 30 classified, and 2 students) the Admissions Component will carry out a number of activities to accomplish its goals in 1988-89.

(1) The Registrars of Foothill and De Anza will meet to modify the existing application form and have it in use for Spring 1989. It will be a uniform Statewide Reporting System and will initiate the student data base.

(2) The Admissions and Records office will require high school and college transcripts. Counselors will have more complete data for placement by the end of 1988-89.

(3) A deadline for applications will be set prior to first day of registration. This will enable the college to identify students exemption status for Matriculation Plan participation.

(4) Staffing and hours will be allocated. This will maintain benefits of Mail-in-registration and permit identification of exempt students from the Matriculation Components and carry on activities with management.

II.

O R I E N T A T I O N C O M P O N E N T

1 9 8 8 - 8 9

MATRICULATION FOR 1988-89 - PHASE II - THE SECOND YEAR

II. ORIENTATION COMPONENT 1988-89

The 1988-89 goals of the Orientation Component center around the Guidance 50 course. This is the orientation course required of all new non-exempt students to the college. The goals involve the extension, revision of content, and utilization of Guidance 50 as the orientation course for all segments of the college.

Additional sections will be added for night and off-campus students. This is in addition to the on campus day offerings of the course.

The curriculum will be made uniform. This will insure such topics as college support services, study skills, career decision making, transfer requirements, majors and degree programs are included. There will be specific programs for special populations such as disadvantaged and disabled.

A pre-orientation session for all new students will be developed and implemented to provide English and math assessment, and assistance in course placement and registration.

With a staff of 34 people (27 certificated, 4 classified, and 3 students) the Orientation Component will carry out a number of activities to accomplish its goals in 1988-89.

(1) Additional Guidance 50 sections (78 total/40 students per section) will be added to provide coverage on and off campus, day and night. 16 counselors and additional part-timers will staff the program. All students will receive the same information.

(2) Identification of divisions, programs, and populations outside of the present orientation process will take place. They will be brought under the Guidance 50 format.

(3) All orientation will be written into the Guidance 50 format. The college will centralize, formalize, and clarify the orientation effort.

(4) Staff will be added and material will be developed to carry out activities listed above. This will insure Guidance 50 as an umbrella course for all new students. Clerical support will be augmented.

III.

SKILLS ASSESSMENT AND EVALUATION COMPONENT 1988-89

MATRICULATION FOR 1988-89 - PHASE II - THE SECOND YEAR

III. SKILLS ASSESSMENT AND EVALUATION COMPONENT 1988-89

The goals of the Assessment and Evaluations Component for 1988-89 involve an expansion of services to students on and off campus, day and evening, and to college staff for diagnostic and placement information. Testing operations will provide full service to evening and off campus students and instructors. Computer and data processing equipment, programming time, and mainframe access will be available to give all students complete assessment service and the college complete data analysis.

With a staff of 10 people (1 certificated, 3 classified, and 6 students) the skills assessment component will carry out a number of activities to accomplish its goals in 1988-89.

(1) There will be additional testing days and times for evening and off campus. Instructors and staff will monitor for success and to ensure timely return of data to meet student placement-level needs. Staff will be augmented as needed. This will provide all students with full assessment services and enable counseling to correctly place students, increasing student success and persistence.

(2) The equipment needs of the Testing Office will be evaluated for expansion to meet matriculation needs. The college and its programs will have information to evaluate the success of programs and delivery services. Support services for students can be provided to facilitate success, and data analysis can assist in more effective planning and delivery of programs and services.

(3) The Testing Office will contact Divisions and special programs to elicit diagnostic and evaluative needs. College staff and students will receive more specific and effective information. The college will be better able to serve students, and students will benefit with better placement. Everybody will benefit from earlier diagnosis of needs, relevant programs, planning, and correct placement.

(4) A new pre-orientation program will be undertaken with group activities and presentations. This will provide a positive and meaningful first impression with counselor and staff assistance, test data and information.

IV.

C O U N S E L I N G C O M P O N E N T

1 9 8 8 - 8 9

MATRICULATION FOR 1988-89 - PHASE II - THE SECOND YEAR

IV. COUNSELING COMPONENT 1988-89

The goals of the Counseling Component for 1988-89 include a number of ideas to be developed and worked on. The individual educational plan, the Early Alert System, faculty-counselor teaming, and the Minority Matriculation Plan are but a few.

The Individual Education Plan will be a result of counselors meeting with all new students to develop this plan based on interest and assessment scores in English and math.

The "Early Alert System" involves counseling support to students in academic difficulty as indicated by faculty in an early progress survey.

The various components of the Athletic Matriculation Model (Assessment, Advisement, Orientation, and Follow-up) will be used to study targeted groups of students.

Spring 1989 counselors and faculty will "Team" to be directive in the Academic Progress of each student.

Computer information and equipment will be improved to provide counselors immediate access to student records and articulation information.

Fall 1988 the college will implement a Minority Matriculation Plan to identify under-represented students, provide for recruiting and supply support services.

With a staff of 37 (24 certificated, 9 classified, 4 students) the counseling component will carry out a number of activities to accomplish its goals 1988-89.

(1) All non-exempt students (day and evening) will develop an individual education plan with a counselor. These plans will aid in developing specific objectives able to be tracked by Degree Audit System.

(2) Early Alert System will identify students in difficulty and counselors will become involved in recommending support services. Early Alert teams of counselor and faculty will help with personal and academic problems.

(3) A computerized counseling network will be developed on District mainframe. This will enable counselors to access the Student Information System, through conversion of current Apple IIe's to DEC terminals.

MATRICULATION FOR 1988-89 - PHASE II - THE SECOND YEAR

IV. COUNSELING COMPONENT 1988-89 (Continued)

4) An augmented classified staff will monitor counselor/student contacts and serve the Minority Matriculation Program and provide general and career information. This will free up counselors for more advisement and placement contacts.

V.

STUDENT PROGRESS FOLLOW-UP COMPONENT 1988-89

MATRICULATION FOR 1988-89 - PHASE II - THE SECOND YEAR

V. STUDENT PROGRESS FOLLOW-UP COMPONENT 1988-89

The goals of the Student Progress Follow-up Plan 1988-89 involve an "Early Alert System", students with less than 30 units, and students on probation. The concept is to aid students who are early in their educational careers, undecided, or experiencing academic difficulty. This aid will take the form of referral to counselors and instructors for advisement and for placement in basic skill courses.

The "Early Alert System" will identify students experiencing academic difficulty, notify them, and refer them to counselors and instructors for assistance.

Students with less than 30 units and/or not declaring an educational goal will be contacted and referred .

All students on probation will be counseled as a condition for registration as are disqualified students.

With a staff of 24 people (19 certificated, 3 classified and 2 students) the student progress follow-up plan component will carry out a number of activities to accomplish its goals in 1988-89.

(1) The "Early Alert System" using computer generated class rosters will identify all new students experiencing academic or attendance difficulty with instructor referral. This referral by instruction will result in students being seen by counselors for counseling and support services.

(2) All non-exempt students with less than 30 units earned must see a counselor prior to registration. Students will be assisted in developing a meaningful program suited to interests, skill level, and goals to enhance retention.

(3) Students with unclear/undeclared educational objectives will be referred for a Career Life Planning course. Students will clarify their objectives with greater knowledge of career options and college majors.

(4) All students will receive a copy of their degree audit transcript at least once each quarter. Students will be better able to take responsibility to track their own progress toward educational goals and initiate requests for assistance.

V. STUDENT PROGRESS FOLLOW-UP COMPONENT 1988-89 (Continued)

(5) All probationary/disqualified students must see a counselor prior to registration. Counselor support or referral will keep students from disappearing and aid in providing a positive experience.

(6) Workshops for students in specific vocational areas and transfer information for four year institutions will be held. This will enrich the counseling process.

(7) Correct placement in English and math courses will be monitored by instructors. Students will be appropriately placed commensurate with their skill level.

(8) Additional part-time counselors and reassigned clerical support will carry out increased work load. Program will be handled in a timely manner to be useful.

VI.

INSTITUTIONAL RESEARCH COMPONENT 1988-89

MATRICULATION FOR 1988-89 - PHASE II - THE SECOND YEAR

VI. INSTITUTIONAL RESEARCH COMPONENT 1988-89

The goals of the Institutional Research Component for 1988-89 include identifying indicators of student success, a management information system enabling the college to evaluate the success of the Matriculation Plan, base line data on student outcomes, and success predictors for pre-collegiate and entry level college courses.

During 1988-89 Foothill will attempt to identify important indicators of student success using the Matriculation Plan as a guide.

A Management Information System will be developed to assess success of student services in achieving the major objectives of the Matriculation Plan.

Baseline Data will be developed on student results in transfer and vocational objectives achieved.

Course success predictors will be identified and studied for pre-collegiate and entry level courses.

The work load of the Student Services staff in relation to Matriculation, support, and success data as evidenced by course completion and persistence will be studied.

With a staff of 9 (5 certificated, 2 classified and 2 students) the Research Component will carry out activities to accomplish its goals in 1988-89.

(1) A staff survey will be initiated to determine the critical indicators of student and program success. This will provide basis for determining if the matriculation objectives are being achieved.

(2) The Dean of Administrative Services, Data Processing staff, and Matriculation Coordinator will develop a Management Information System to assess success. The information will provide an assessment of success of the matriculation effort as evidenced by persistence, completion, enrollment projection accuracy, etc.

(3) A study of Baseline Data on non UC/CSU transfers and a parallel study of achievement of career-vocational objectives will be undertaken. This will enable the college to better plan for transfer, and career/vocational objectives will be undertaken.

VI. INSTITUTIONAL RESEARCH COMPONENT 1988-89 (Continued)

(4) A study will be completed that identifies items that predict success in pre college and entry level courses. This data will enable the college to better aid the success of entering students.

(5) Study of retention data of special programs, Honors, Athletics, etc., will be done. This will give insight into the value of matriculation intervention for special students.

(6) An Institutional Research and Evaluation office will be established. One new full-time Researcher and 2 full-time classified will staff. High level, centralized College Research and Evaluation will be possible.

VII.

C O O R D I N A T I O N A N D T R A I N I N G

C O M P O N E N T

1 9 8 8 - 8 9

MATRICULATION FOR 1988-89 - PHASE II - THE SECOND YEAR

VII. COORDINATION AND TRAINING COMPONENT 1988-89

The 1988-89 goals of the Coordination and Training Plan focus on the end of 1987-88. They include a shared understanding of Matriculation among the Foothill College Community, identifying staff development needs, the coming aboard of a Coordinator of Matriculation, and the study of the history of Matriculation at Foothill College.

The shared understanding will evolve through media, conferences, and other services for explaining Matriculation.

A process for identifying Staff Development needs will be established.

The establishment of a Matriculation Coordinator will be in place.

The History of Matriculation 1978-89 will instruct in roles and relationships to achieve coherence and coordination.

With a staff of 4 people (3 certificated, 1 classified) the Coordination and Training Component will carry out a number of activities to fully implement its goals 1988-89.

(1) Present Matriculation Plan to staff on "Flexday" with informational videos. This will acquaint college staff with components to enlist support.

(2) Present Matriculation Plan to management at special meeting. This will acquaint college managers and help spell out roles.

(3) Develop an updated version of "Access & Success". This book will provide a reference for staff and students as to goals and benefits of Matriculation.

(4) Study the program for its organizational structure and changes necessary to improve coordination. This data as part of the Management Information System will enable changes necessary for greater coordination through short and long term staffing and budget planning.

ERIC Clearinghouse for Junior Colleges DEC 2 1988